

Chartered Teachers Matter: Envisioning their Future as Leaders of Learning

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Summary

This report traces the development of the Chartered Teacher Scheme (CTS) using an approach based on documentary analysis of reports published during the last 10 years. It places this significant and far-sighted policy initiative, which was an important pillar in *A Teaching Profession for the 21st Century* (2001), within a wider international context in which the “Scottish approach” has been recognised as being at the forefront of quality improvement in schools. Central to this has been the combination of internal and external evaluation based on the use of quality indicators to identify strengths and areas for improvement. It is argued that the section devoted to the Chartered Teacher in the recent *Report of the Review of Teacher Employment in Scotland* (McCormac, 2011) represents a sharp departure from this approach and is short-sighted in its conclusion. It does not present a full consideration of all the available evidence or a balanced evaluation involving a full analysis of both sides of the debate. Further, in presenting what is described as a “widely held view”, it is quite misleading in terms of what is presented as evidence. As such, Recommendation 19 to discontinue the CTS should be treated with great caution as a basis for sound policy making. The documentary analysis involved in producing this report highlights a complex and long running debate about the CTS around grade, rewards, duties and role and identifies an associated need to develop a more widely shared understanding about the meaning of leadership in particular. In looking to the future, it argued that existing agreements do provide the necessary basis for clarifying the role of the Chartered Teacher with all stakeholders and that a positive future can be envisioned by focussing discussion and debate on the meaning of the Chartered Teacher as a “Leader of Learning”.

Introduction

“*Teachers Matter*” is both the title of the recent book published by the Organisation for Economic Co-operation and Development (OECD, 2005) and also a statement of fact. This highly influential publication, which has attracted worldwide attention from policy makers and researchers since its publication, highlights three broad conclusions to emerge from research on student learning during the previous decade. The first and most solid finding is that the largest source of variation in standards of achievement of pupil learning is attributable to home background which can only be addressed by means of broader social policy at a wider societal level. However, the second conclusion to be drawn concerns those variables which are potentially open to influence by educational policymakers, factors related to teachers and teaching as the most important influences on student learning. The third broad conclusion to be drawn is that it is very difficult to find reliable indicators of teacher quality. A general point of agreement in the studies surveyed is that many important aspects of teacher quality are not captured by commonly used indicators such as qualifications, experience and tests of academic ability. Characteristics of teachers which are harder to measure and yet vital for successful student learning include the ability to communicate ideas in clear and convincing ways; to create effective learning environments that meet the individual learning needs of diverse groups of students; to foster constructive and productive teacher-student relationships; to be creative and enthusiastic and to collaborate with colleagues and parents.

In a more recent publication from a country with an educational system widely recognised to be performing at a very high level, Sahlberg (2010) addresses the question “What can the world learn from educational change in Finland?”. He discusses the factors which have contributed to the success of Finland’s educational system in chapter 3, which is entitled “The Finnish Advantage: The Teachers”. He draws attention to a range of factors but in conclusion he states that “research and experience suggest that one factor trumps all others: the daily contributions of excellent teachers” (ibid., p70).

In her contribution to this book (Sahlberg, 2010, p84), Hannele Niemi reflects back on a long career as a teacher educator at the University of Helsinki which involved spending time as Dean of Education and Vice Rector for Academic Affairs. In her view, the most significant policy change was the requirement that all teachers in Finland must hold a master’s degree in education or in the subject they teach in school. She stresses the idea of research-based teacher education founded on three principles. Firstly, teachers need deep knowledge of the most recent advances of research in relation to both the subjects they teach but also in relation to research on the associated teaching and learning of those subjects. Secondly, she stresses the formation of a “research-orientated attitude” on the part of teachers, meaning the development of an analytical and open-minded approach to their practice and drawing conclusions for the development of education both on the basis of professional knowledge and experience and also on the basis of evidence arising from recent research. Thirdly, she states that teacher education itself should also be an object of study and research. She also observes that “it took more than 20 years to build common understanding among teacher educators, university professors and practitioners about the complexity of the teaching profession.”

The reason for highlighting the context in Finland is not to suggest a process of “policy borrowing” but, as advocated by the pioneer of comparative education Michael Sadler (Higginson, 1980, p50), to be “better fitted to study and understand our own” system of education. What is especially interesting about this comparison is that the two countries are very similar in size in population terms, have an international reputation for placing a high priority on quality improvement in education, have taken broadly similar approaches in paying close attention to measures designed to support the quality of teaching, have placed a similar emphasis on the importance of an academic education and research-based practice for the profession, e.g. through the CTS, and also on research as a basis for evaluation and teacher education policy making. It is therefore surprising that the recent recommendations by McCormac (2011) are made after such a short time since the first introduction of the CTS, given Niemi’s observation about the need for a long-term view in the context of educational policy making on this aspect.

A Teaching Profession for the 21st Century

A Teaching Profession for the 21st Century represents the agreement reached in 2001 to improve the professional conditions of service and pay for teachers in Scotland. The agreement was achieved through a process of discussion and dialogue among employers, teacher representatives and the Scottish Executive and served as a model for future discussion and negotiation. The national and local negotiating machinery proposed in this agreement led to the establishment of the Scottish Negotiating Committee for Teachers (SNCT) which now operates on the basis of the model developed in this work. It was agreed that future working relationships between teacher organisations, employers and the Scottish Executive would be based on mutual respect and understanding, shared responsibility and the

shared development of ideas and programmes for change. The agreement reached and the process used to get there were seen as representing a unique opportunity to put in place professional conditions of service for teachers in Scotland so that they in turn would have what they needed to deliver the shared objective of a world-class education service for the 21st century. An important part of this agreement was the establishment of an improved and simplified career structure for all teachers. A pillar of the agreement was the establishment of the Chartered Teacher (CT) grade based on qualification. Transition arrangements were put in place which took account of prior learning and offered an accelerated route based on a portfolio submission with evidence covering the core activities undertaken within the qualification route.

The CT Grade was seen as a means of rewarding teachers who wished to pursue a challenging career without having to leave the classroom. It has been an opportunity for teachers to focus on the enhancement of teaching and learning in contrast to a route into management and administration. Somewhat surprisingly in retrospect, no distinction was made between the duties of a Teacher and those of a CT. Instead, the duties of the CT are described as being subject to the policies of the school and the education authority and that they are to perform such tasks as the Headteacher shall direct having reasonable regard to the overall teacher workload related to ten sub-categories which are the same for a Teacher. In contrast, a Principal Teacher (Curriculum/Pastoral) is seen to have responsibility for the leadership, good management and strategic direction of colleagues and also of pastoral care in the school. There was no discussion of the CT's role in this agreement though there was a limited articulation of the role of the Headteacher and an even more limited one for that of Depute Headteacher. The question of the CT's role is something that is returned to later in this report.

Improving Scottish Education

Writing in his capacity as HM Senior Chief Inspector (HMIE, 2006, p1) five years after the introduction of the CTS, Graham Donaldson draws attention to inspection evidence which shows that Scottish education does many things well and some things particularly well. He also notes that international comparisons provide a broadly positive view of the performance of young people in Scotland. He further notes that Scottish education is also recognised internationally for its pioneering work in quality improvement and refers to the "Scottish approach" which involves combining internal and external evaluation, using quality indicators as a common language to help identify strengths and areas for improvement.

The report also focuses on leadership which it is stated (ibid., p93) is increasingly being viewed as "a corporate concept" which relates not only to the head of the establishment but also to the combined impact of all those with responsibility for leading any aspect of provision for learners. Accordingly, the concept of leadership is seen as both individual and shared. It is noted that leadership has major strengths in around two out of every five educational establishments in Scotland, although there is some variation across sectors. Outstanding leaders demonstrate an ability to inspire learners and staff which is described as a capacity to "see over the horizon" (ibid., p94) and also the energy to sustain long-term improvement. However, it is also noted that such improvement is not evident across the board and that there is a need for some heads to develop a culture which sustains collaborative working and empowers other staff to take on leadership roles in their own areas and in their classrooms. In summary, it is stated that:

Across all sectors, some heads have an inadequate strategic overview or do not monitor appropriately the progress of initiatives or changes and their

impact on learners. In all contexts throughout the education system, there is scope for improvement in the extent to which leaders focus on learners and learning.

(HMIE, 2006, p94)

The issue of the need for improvement throughout the education system in the extent to which leaders focus on learners and learning is returned to later in this report. It is also surprising to note there is no mention of the CTS in this report, which was published in February 2006.

Report of the Chartered Teacher Review Group

In December 2006, a review of the CTS was announced by the Minister for Education and Young People. The Group met during 2007 and the subsequent 25-page report was published by the Scottish Government in June 2008. The main areas and issues for the Group to consider were very wide ranging and included eligibility criteria, the assessment process, maintenance of the Standard, the age profile, the use of CTs in schools, future career ambitions of CTs, issues affecting the uptake of CTS, the future of the initial accreditation route, the promotion of the CTS and a review of the Standard. In relation to the duties and contribution of CTs this report (Chartered Teacher Review Group, 2008) makes an early, prominent and explicit statement about the lack of clarity in relation to the duties and contribution of the CT to date as follows:

The contribution that a CT can or should make to the wider school improvement agenda has not been made explicitly clear. The McCrone Report did expect that CTs would act as role models for junior colleagues and offer a wide contribution to the school on learning and teaching while being a resource for the school and wider local authority. What is clear is that CTs will not have any additional management burden to that experienced by a teacher at the top of the main grade.

(Chartered Teacher Review Group, 2008: Section 2.15)

In relation to the impact of CTs, the Group referred to considerable anecdotal evidence relating to inconsistent, insufficient and inappropriate use of CTs and of uncertainty on the part of both headteachers and CTs in terms of expectations. It was noted that the Group agreed that the role and duties of established and aspiring CTs needed to be better defined. It was stated that:

There was a need to develop a framework for authorities and schools that allowed them to define roles and duties within the normal school decision making process. This should be based on the current duties of a classroom teacher/CT outlined in Annex B of TP21. Annex B does not allow for the allocation of management duties but does cover categories such as curriculum development and whole school planning. CTs were also envisaged as lead learners and mentors within schools although duties would not increase their contracted hours. This would strengthen the original aim of CTs bringing benefit to the school and developing themselves while enhancing their status.

(Chartered Teacher Review Group, 2008: Section 2.15)

The Group made a number of recommendations for improving the working of the CTS related to a wide range of issues. These included the recommendation that all stakeholders should actively promote the scheme, that all providers should ensure that an appropriate proportion of validated school-based evidence is a requirement of

the programme, that headteachers should continue to discuss and agree duties with CTs and that the Scottish Government should take steps to routinely capture information on the impact of CTs in school. In relation to the first recommendation, it is an open question as to whether or not all stakeholders have in fact actively promoted the scheme. There are many examples of good practice in relation to the requirement for school-based evidence through the use of testimonials from headteachers which provide evidence of headteachers and CTs actively working together. With regard to the recommendation that the Scottish Government should routinely capture information on the impact of CTs in school, it would seem that an opportunity was lost. The need to develop such a research base seems self-evident given the very significant investment of public expenditure on the CTS. In view of the very explicit statement about a lack of clarity over the role and duties of CTs, it is very surprising that there was no related recommendation to develop a framework for authorities and schools to define clearly the roles and duties associated with the CTS. A further recommendation was that the General Teaching Council Scotland (GTCS) should, in consultation with all stakeholders, review the Standard for Chartered Teacher (SCT).

The Standard for Chartered Teacher

The revised Standard for Chartered Teacher was published in June 2009 (Standard for Chartered Teacher, 2009) and was heralded by the Scottish Government in September 2009 as “Scotland's premier development programme for teachers” (Scottish Government, 2009). The CTS was seen to have been given a boost and to have been revised so as to ensure a focus on key leadership skills and better natural progression from the Standard for Full Registration. It was welcomed by the Minister for Schools and Skills, who said:

Chartered Teachers have much to offer in Scotland's schools, therefore I am delighted that the Standard for Chartered Teacher has been revised and improved. The Standard has been redesigned to ensure greater natural progression in teacher development, while putting more focus on leadership qualities and skills.

(Scottish Government, 2009)

The Chief Executive of the General Teaching Council for Scotland also contributed to the discussion by emphasising the process of “careful discussion with stakeholders” which underpinned the agreement and observed it to be “an important professional achievement.” He also stated that:

Much has changed since 2003 when the original Standard was produced to provide an initial benchmark for the introduction of Chartered Teachers in Scottish schools. In particular, there is now evidence that many Chartered Teachers are making an increasingly important contribution to the development of thinking about good learning and teaching. In best practice they are, in a spirit of collegiality, helping to lead learning in their schools.

It is therefore appropriate that we should now build on the existing Standard, clarifying reasonable expectations of a Chartered Teacher, while re-affirming that Chartered Teachers do not have a managerial role. As we plan for a new curriculum, Chartered Teachers will make a very positive contribution to the learning of pupils and to the support of their colleagues.

In doing so he pointed to an important distinction between the idea of “leading learning” and “a managerial role”.

The Standard for Chartered Teacher defines the level of professional accomplishment teachers might seek to achieve, after completing the Standard for Full Registration and once established in the profession. It is conceived in an innovative and integrative way around those important aspects of teacher quality highlighted as being so hard to measure (OECD, 2005, p26) which are related to professional values and personal commitments. It is constructed around four central components of professional actions, professional values and personal commitment, professional skills and abilities and professional knowledge and understanding as captured in Figure 1.



Figure 1: *The four central components of the Standard for Chartered Teacher*

The Standard is very clear in terms of how CTs will demonstrate the four central components of the Standard. In terms of professional actions the Standard is structured around four aspects which are:

- educational and social values;
- critical self-evaluation and development;
- impact and evidence of sustained enhanced practice; and
- collaboration with, and influence on, colleagues.

It also gives some clear illustrations of the expectations of CTs which include working with colleagues to observe and discuss each other’s teaching in order to further develop practice, using the processes and skills of practitioner inquiry to evaluate and develop strategies that enhance pupil learning experiences and to support, advise and mentor colleagues to help develop teaching for learning.

In spite of such a fully developed Standard there is no clear and explicit statement about the role of the Chartered Teacher. This contrasts with the Standard for Headship (GTCS, 2005) which begins with a very clear definition of the role of the headteacher. However, a statement about the CT’s role is made in the introduction to the Standard for CT in a way that seems almost hidden within an opening section entitled “The Context”:

CTs are expected to be at the forefront of critically engaging with practice and to take a leading role in its development and implementation of change in current and future educational initiatives.

The CT is an accomplished, innovative teacher who demonstrates sustained enhanced expertise in practice. The CT embraces and actively promotes the values, principles and practices of equality and social justice in all areas of work. The CT is a critically informed, reflective practitioner who systematically evaluates the nature and extent of impact achieved for learners and learning. The CT plays a leading role in the professional development of colleagues and makes a recognised contribution to the educational effectiveness of the school and the wider professional community. Essentially, these areas of expertise, and the qualities and attributes of the CT underpin the Standard.

(The Standard for Chartered Teacher, 2005, p1)

In order to understand the reason for this apparent oversight, it is necessary to appreciate the timing in relation to the way in which the Code of Practice on the Role of the Chartered Teacher developed and this is considered in the following section.

Code of Practice on the Role of the Chartered Teacher

On accepting the recommendations of the Report of the Chartered Teacher Review Group which was published in June 2009, the Cabinet Secretary for Education and Lifelong Learning invited the Scottish Negotiating Committee for Teachers (SNCT) to issue guidance on the role of Chartered Teachers. This was published just three months later in September 2009 as the Code of Practice on the Role of the Chartered Teacher (SNCT, 2009). The SNCT welcomed the clarification that the Revised SCT brought to the leadership role of Chartered Teachers in “leading learning and supporting colleagues”. It was also recognised that a CT and those working towards achieving the Standard brought benefits to the school or wider educational community through the impact of their professional actions.

The code of practice is founded on an agreement that the Professional Review and Development (PRD) process provides a means to facilitate dialogue about how Chartered Teachers make a distinctive contribution to the school and education community. This relates to the professional actions in the revised Standard for CT structured around educational and social values, critical self-evaluation and development, impact and evidence of sustained enhanced practice and collaboration with, and an influence on, colleagues. It is stated that the PRD process requires reference both to the CPD needs of Chartered Teachers and to school and authority improvement plans. The PRD process for Chartered Teachers is designed so as to record the planned and agreed contribution to be made by the CT in the year ahead. The report also notes that “it is crucial that the managers who lead the process are fully conversant with the revised Standard and with this SNCT guidance” (SNCT, 2009, p2).

The Code of Practice emphasises that the CT remains primarily a classroom teacher and not a part of the school’s management structure. However, the Code does define the role of the CT as a Leader of Learning:

The SNCT acknowledges the evolving and diverse models of educational leadership. While the debate on models such as distributed and distributive leadership will continue to evolve the SNCT endorses the growing movement away from the traditional concept of leadership within schools simply being the responsibility of the head teacher and senior managers to the view that every qualified teacher has, by definition, a leadership role to play.

A broader range of staff, including Chartered Teachers, will have a leadership role promoting inclusiveness, and contributing towards enhancing a culture of collegiality as set out in the SNCT Code of Practice on Collegiality. The Chartered Teacher should be able to promote and develop creative approaches to teaching and learning and contribute to the quality of educational experience.

The Code also provides illustrative examples of professional actions based on an acknowledgement of CTs being expected to be at the forefront of critically engaging with practice and taking a leading role in its development and implementation of change in current and future educational initiatives. These examples involve leading and/or contributing to projects; supporting, advising and mentoring colleagues; developing aspects of the curriculum and leading curricular change and assessment in the school; leading in-service activities on research work or educational development and developing relationships in school and beyond to the wider community. In conclusion, the SNCT emphasises the belief that:

... the distinctive contribution to be made by Chartered Teachers to Scottish education will flourish through support at national, council and school level. All parties have an obligation and a responsibility to publicise and facilitate good work.

(SNCT, 2009, p4)

The SNCT also agreed a number of actions which it commended to all parties at the national, local council, school and CT level. These areas for action represent a very clear agenda for the continuing development and improvement of the CTS.

Teaching Scotland's Future and a Freeze on Entry to the CTS

Just over one year later in November 2010 the Cabinet Secretary for Finance and Sustainable Growth and the President of Convention of Scottish Local Authorities (COSLA) issued a letter to leaders of all Scottish local authorities on the 2010 Spending Review. The letter contained the terms of agreement for a package of measures to cut back on spending which was agreed "against the background of the tightest financial circumstances for a generation." As part of these measures, it was announced that there was to be a freeze on entry to the Chartered Teacher Scheme (Swinney and Watters, 2010).

Only one month later in December 2010, the review of teacher education in Scotland was completed and the report *Teaching Scotland's Future* was published in January 2011 (Donaldson, 2011). Established in November 2009 by the Scottish Government, the review considered the entirety of teacher education for primary and secondary schooling in Scotland led by a former Chief Inspector of Schools. Accordingly, the review considered the whole continuum from initial teacher education to induction and continuing professional learning of teachers. In relation to the Chartered Teacher Scheme the report states that "Overall, there is not enough evidence that the chartered teacher programme has as yet achieved what it set out to do" (Donaldson, 2011, p77). It makes reference to the SNCT Code of Practice stating that it "attempts to clarify expectations". Whilst there were some initial dissenting voices following the agreement, the principle of collective shared responsibility that underpins the SNCT suggests that this agreement is an achievement in terms of clarifying the expectations of CTs rather than merely an attempt to do so. The report also states that:

there is a need to rethink the nature of this role. More focus on the impact of 'chartered teaching' rather than the status of the 'chartered teacher', might help us to consider more precisely the purpose and contributions of the role. (ibid., p77)

The call to rethink the nature of the role at this time was quite surprising given that the SNCT Code of Practice had just been published one year earlier, following eight years of debate since the publication of *A Teaching Profession for the 21st Century*. The SNCT Code of Practice represents the achievement of agreement around a vision of the role of the CT as a *Leader of Learning* based on a recognition of evolving and diverse models of educational leadership, an issue that is returned to later in this report. Further, the Code of Practice does indeed make significant reference to impact based on the Professional Actions of the Standard for Chartered Teacher, central to which is the "impact and evidence of sustained enhanced practice" for the development and promotion of successful learning on the part of pupils.

The report also makes reference to the decision by the Scottish Government and COSLA to freeze entry to the chartered teacher programme. It refers to the current financial climate, in which "continued investment in chartered teachers must be linked to an expectation that they will, personally and working with colleagues, have a significant and distinct beneficial impact on young people's learning" (ibid., p78). In recommending the need to review the CTS the report highlights a central issue of this complex debate in stating that local authorities should have greater control over the number of teachers who apply for the award.

In its response, the Scottish Government (2011) stated:

The Scottish Government recognises the important contribution that Chartered Teachers have made within the education system, specifically where their impact has been maximised by schools and Chartered Teachers working together effectively.

(Scottish Government, 2011, p15)

Further, the Scottish Government accepted that "the time is right to look at the award of Chartered Teacher and make sure it is delivering the benefits envisaged." (ibid., p30) and stated that the review of teacher employment (McCormac, 2011) would consider how to recognise and encourage excellence in the classroom.

Advancing Professionalism in Teaching

The Review of Teacher Employment in Scotland was established by the Scottish Government in January 2011 and given the task to consider evidence and make recommendations on future terms and conditions of teachers' employment with the aim of securing improved educational outcomes for children and young people in Scotland. The Report of the Review was published in September 2011 under the title *Advancing Professionalism in Teaching* (McCormac, 2011). The report runs to 66 pages, just 3 pages of which are devoted to a consideration of the Chartered Teacher Scheme. The associated recommendation is Recommendation 19 which simply states that the Chartered Teacher Scheme should be discontinued.

At an early stage in this section of the report (ibid., section 5.18) it is stated that:

While we received evidence that demonstrated the commitment and professionalism of many chartered teachers, the widely held view is that the

existing cohort of chartered teachers does not singularly represent the best teachers in Scotland.

(McCormac, 2011, p29)

This is a pivotal statement which is constructed within the text in such a way that it serves to undermine the standing of the Chartered Teacher Scheme. The basis of the claim that this is a widely held view is however not clear. The associated Call for Evidence was conducted by the market research and fieldwork agency George Street Research. In examining the survey questions there were none which directly invited a response to the statement that chartered teachers do singularly represent the best teachers in Scotland. In fact, the evidence presented from George Street Research provides a quite different picture with 75% of the respondents from the wider education community quite clearly indicating their collective view that the Chartered Teacher Scheme should be continued. Whilst 38% of respondents want to retain the scheme as it is unchanged, a further 37% want to retain the scheme subject to it being reviewed and revised. So it would seem to be the case that the “widely held view” simply represents the collective opinion of the seven members of the Review Group based on their interpretation of the evidence presented.

The problems with the CTS highlighted in the report include inconsistency in terms of application across all local authorities; the lack of any formal requirement for CTs to demonstrate an enhanced level of teaching competence or to demonstrate a positive impact on outcomes for pupils and the absence of clearly defined roles. The reference to a lack of clarity in relation to the role of the CT is mentioned three times in Sections 5.19, 5.23 and 5.24, respectively. A central argument that is presented in Section 5.23 is that the overall contribution by chartered teachers does not represent a good investment, “due mainly to the lack of any formal role post qualification”. At the same time, there is no mention of the SNCT Code of Practice on the Role of the Chartered Teacher (SNCT, 2009) and only a fleeting reference to the Standard for CT in Section 5.24. Nor is mention made of evidence from HMIE (2009) demonstrating the increasing impact of CTs:

Since the first Improving Scottish Education report, evaluations of leadership in HMIE inspection reports have taken increasing account of the success of other staff and the education authority in bringing about improvements in provision. It is more common to find all members of staff successfully taking on leadership roles within their school. Principal teachers and class teachers, including some Chartered Teachers, are increasingly leading new developments. These include, for example, involvement in working groups, project development, coaching and mentoring.

(HMIE, 2009, p41)

In addition, no mention is made of the considerable variation across authorities in terms of their support for the CTS, as also highlighted by HMIE:

Leadership is needed at different levels in all schools, including leadership by class teachers as well as promoted staff. Whilst there is good practice in staff at all levels leading innovation and demonstrating very effective teaching, this needs to be achieved more consistently within and across schools. This includes capitalising on the skills of Chartered Teachers and the development of coaching as an approach to teacher development. There is considerable variation across authorities in the number of registered and candidate Chartered Teachers. Some authorities have done little to promote the programme or utilise the skills of those who have successfully completed it.

(HMIE, 2009, p15)

In failing to mention the SNCT Code of Practice in particular, Advancing Professionalism in Teaching does not present a full consideration of all the available evidence or a balanced evaluation involving a full analysis of both sides of the debate. Further, in presenting what is described as a “widely held view”, it is quite misleading in terms of what is presented as evidence. As such, Recommendation 19 of the McCormac Report should be treated with great caution as a basis for sound policy making. Should a decision be taken to discontinue the CTS, the consequences would be immeasurable in terms of the impact on existing CTs and those en route to the award. It would also have a damaging impact on aspiring CTs based on the agreed career structure for teachers in Scotland as a whole. Accordingly, in the final section this report will focus on its central remit which is to envision a positive future for the work of Chartered Teachers and the Chartered Teacher Scheme.

Envisioning the Future: Chartered Teachers as Leaders of Learning

In the Introduction to the Code of Practice on the Role of the Chartered Teacher (SNCT, 2009), the SNCT welcomes the clarification that the Revised Standard for Chartered Teacher brings to the leadership role of Chartered Teachers in leading learning and supporting colleagues. The Revised SCT states that:

Chartered Teachers are expected to be at the forefront of critically engaging with practice and to take a leading role in its development and implementation of change in current and future educational initiatives.

(SNCT, 2009, p2)

The Code states explicitly that all CTs will display the four components of the SCT:

- Professional Values and Personal Commitment
- Professional Knowledge and Understanding
- Professional Skills and Abilities
- Associated Professional Actions

The four components are seen to be essential and inter-dependent in underpinning the CTs’ development and continuing practice. They permeate every aspect of the work of a CT, generate the quality indicators of CT status and provide teachers with the basis for judging expectations in relation to their own professional development. They also provide the criteria against which evidence supporting a case for the final award of Chartered Teacher status is judged. Further:

Accomplished teaching of the kind reflected in the Standard for Chartered Teacher is teaching in which the four central components permeate the ongoing work of the Chartered Teacher in the classroom, the school, and beyond.

(GTCS, 2009, p2)

A conclusion to be made from this analysis is that one of the major issues is not the lack of clarity about the role of the CT, but the ineffective dissemination of the revised Standard for Chartered Teacher and of the SNCT Code of Practice. This is reinforced by Donaldson (2011, p63) who states that “Levels of awareness of the revised Standard and the extent of its use vary across Scotland.”

A second conclusion to be made is that there is a lack of shared understanding amongst all stakeholders related to the meaning of leadership and how this in turn relates to management and administration. It is made clear in the report of the

Chartered Teacher Review Group (2008) that the CT will not have any additional management burden to that experienced by a teacher at the top of the main grade. This is reiterated in the Code of Practice:

The Chartered Teacher remains primarily a classroom teacher and at no point should the Chartered Teacher be regarded as part of the school's management structure.

(SNCT, 2009, p1)

A start to addressing this issue is made in a paper by the Chief Executive of the GTCS (Finn, 2009, p1) who notes that leadership in Scottish Education is a current topic of debate and that on one hand "most stakeholders seem to have a view of what leadership means, of how it can be delivered in schools and of what steps need to be taken to prepare teachers to acquire and display appropriate leadership qualities" yet on the other "unlike some other countries, Scotland does not have any agreed national approach to the development of leadership."

A significant contribution to the debate about leadership is made by HMIE (2007) in a report which introduces the concept of distributive leadership by addressing the key question of "Why is it important to think about distributive leadership?" (HMIE, 2007, p17). The key message is that leaders are not just at the top of an organisation and that the most effective organisations have strong leaders at every level. Such distributive leadership is seen as being about:

- actively sharing and spreading responsibility for leadership more widely across staff operating at different levels;
- a move towards the collective leadership of an establishment rather than dependency on the power of one person;
- building a culture that supports and encourages the creativity and leadership potential of learners and staff;
- reinforce[ing] the need for teamwork, partnerships, collaboration, networking and facilitating; and
- entail[ing] that leaders at different levels are working in supportive and complementary ways.

(HMIE, 2007, p20)

In discussing the concept of leadership in schools, Finn (2009) argues that leadership is different from management and should have a positive impact on others. He distinguishes a number of key elements of leadership in schools including:

- 1) leadership for learning/instructional leadership; and
- 2) leadership for management/administrative leadership.

The first is seen to be the role that effective teachers undertake in supporting and mentoring each other, and their pupils, in order to help promote high standards of curriculum development, student learning and associated standards of achievement. This type of leadership is not seen to be necessarily restricted to school management. The second key element is described as the role adopted by effective promoted leaders who use their skills to help ensure that staff and pupils work together efficiently and effectively. It is stressed that this concept of leadership should be rooted in an understanding of collegiality and improvement through self-evaluation.

He also identifies a third hybrid form of leadership which he describes as leadership for development. This is seen to involve the promotion of creative opportunities to develop colleagues' strengths, address their development needs and encourage and promote their growth as practitioners. This type of leadership is observed to be related to both leadership for learning and leadership for management. Further, he draws attention to the fact that "recent research suggests that the aspect of leadership which has the highest impact on pupil learning is leadership which promotes and participates in teacher learning and development, putting pedagogy at the heart of school development work" (ibid., p1).

As also pointed out by Finn (2009), the term most commonly used in the wider international debate is that of distributed leadership, examples of which include the work of Spillane (2005) and Gronn (2002). In considering the description of the concept of distributed leadership by Harris (2008), it is clear that the distinction between distributed and distributive leadership is a fine one:

The best school leaders transform their schools and transform learning. They achieve this by distributing leadership and having the highest expectation of all young people. It is now clear that the most successful schools sustain their performance by sharing leadership responsibilities and involving teachers, students and parents in decision making. Distributed leadership is a common denominator of highly effective organizations across different sectors. There has been a shift away from hierarchical leadership to flatter leadership structures that maximize leadership talent of the many, rather than the few.
(Harris, 2008a, p3)

Both HMIE (2007) and Finn (2009) stress creativity as an aspect of such leadership. The former emphasises the building of a culture that supports and encourages the creativity and leadership potential of learners and staff and the latter stresses the promotion of creative opportunities to develop colleagues' strengths, address their development needs and encourage and promote their growth as practitioners. This resonates with my own views on the nature of teaching as a design profession and that it is through the combination of "planning and invention or creative design that the professional judgement of the teacher is brought into focus" (Hudson, 2011, p224). Accordingly, the recent work of Harris (2009) offers a particularly interesting and challenging perspective on the notion of creative leadership:

Talent and talent development across many sectors is now the top priority. Organisations that successfully release talent are those that focus on developing individual and collective skills, knowledge and creativity. These organisations actively distribute leadership in order to create the 'spaces' and 'opportunities' for creativity to flourish (Harris, 2008b). They develop talent in ways that enhance both the individual and the collective capability to be innovative.

(Harris, 2009, p10)

Harris describes talent-powered organisations as those which invest in developing the capabilities of all employees and place a particular focus on accelerating creative capacity through the actions and interactions of people across the organisation. This is seen to be achieved through strong engagement and by ensuring that networking and collaboration are reinforced as the most important leadership skills.

An excellent example of the way the CTS provides opportunities for such talent development, leadership for learning and capacity building for the future is that of

Penny Browning who speaks about her experience as a CT in a short video hosted by the GTCS website (GTCS, nd):

I was looking for something in management but I was equally open to something that was going to extend me in other ways and I came across the Chartered Teacher Programme. It interested me at the time because it was an opportunity to develop myself professionally and engage in more research and reading that was going to be able to interest me and move my teaching further on, and I thoroughly enjoyed the process that I went through. It was a process that recognised, I think, my strengths, strengths that I think many teachers have across Scotland.

The programme itself seeks for you to engage in deeper research, thinking more reflectively about what you're actually doing with the children rather than doing what you've always done. It sort of encourages you to use your initiative so that you're solving problems rather than just being aware that a child is having a difficulty with something, actually thinking ok what am I going to do about that? It might be something that is quite a challenge to do something about it, it might involve an overhaul of the way that you teach or the way that you address a particular area of the curriculum. It's given me the opportunity to think about how I actually do that and how I solve the problem therefore and support the children and, you know, hopefully have a positive impact on their learning. I think it has given me more confidence in taking on whole school initiatives or leading curricular projects and it's given me the recognition to be able to do that within the school. I do think there are lots and lots of people across the country who are performing as Chartered Teachers, but have not put themselves forwards for the recognition.

You never reach the end. You never do all you could possibly do as a teacher. I think the thing about Chartered Teacher as a whole initiative is that it is encouraging people to be on the journey, to keep wanting to improve and for there to be opportunities for them to improve.

(GTCS, nd)

So, in essence, the vision for the future of the Chartered Teacher and his or her work is as a Leader of Learning – see Figure 2.

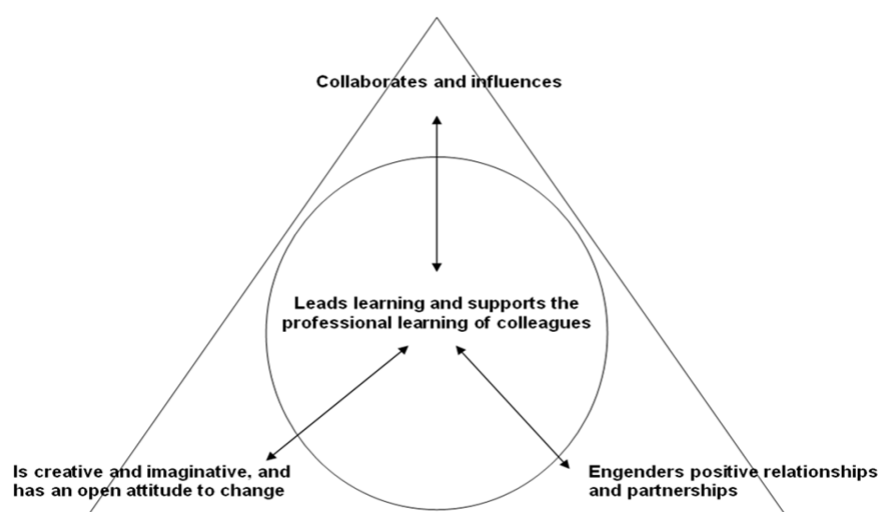


Figure 2: A vision for the future of the Chartered Teacher as a Leader of Learning

This vision will be fulfilled through the professional actions associated with the leadership role of the Chartered Teacher as one who leads learning and supports the professional learning of colleagues; whose professional values and personal commitments are those of a colleague who collaborates and influences; whose professional knowledge and understanding engenders positive relationships and partnerships and whose professional skills and abilities involve being creative and imaginative and having an open attitude towards change.

Finally, taken together, the SNCT Code of Practice on the Role of the Chartered Teacher and the Standard for Chartered Teacher do provide a very clear role definition. In addition, the SNCT agreed a number of actions which represent a very clear agenda for the continuing development and improvement of the Chartered Teacher Scheme. These were commended to all parties at national, local council, school and Chartered Teacher level. Rather than there being a need to clarify a role, it seems that the most important next step would be for all stakeholders to develop a shared awareness and understanding of the “revised” Standard for Chartered Teacher and the associated SNCT Code of Practice. This would reflect the principles of mutual respect and understanding, shared responsibility and the shared development of ideas and programmes for change on which the SNCT was founded.

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